



SEF/SIP – Based on the new inspection framework 2019 – 20

- SECTION A - CONTEXT

UPDATED February 18th 2020

- 34% of our pupils are disadvantaged (Q2)
- 1% of our pupils are EAL (Q5)
- 3.9% of our pupils have an EHC plan due to EMS provisions (C&L, P&M) (Q1)
- 10.3% of our pupils have SEN support (Q4)
- The ethnic background of our pupils is 95% White British, the remaining 5% are from 10 out of 17 ethnic groups.
- Our school deprivation indicator is in quintile 3 (average) but our pupil base is quintile 4 (more deprived)
- Our stability rating is 85%. Stability in numbers is effected by private rentals, pupils moving into our EMS and the schools popularity in the area.
- Our EMS numbers last year made a difference of 14-16% in Key Stage 2 testing attainment scores, 5-6% in Key Stage 1 attainment and 3% in Y1 phonics attainment.
- School awards include – PSQM (Silver), School games (Silver), Music Mark, Outstandingly Happy School (Art of Brilliance), Stonewall school award, Parliamentary Education Service Award.
- Our school attendance figures are 96.6 (above LA average). Our persistent absence rate is 7% (below LA average)
- Our exclusion rate in 2018/19 was 0.
- See 3 year performance summary and headline data attached.

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SECTION B – PROGRESS AGAINST PREVIOUS INSPECTION

Areas to improve	Progress
<p>The number of pupils failing to attend school regularly, especially disadvantaged pupils was too high.</p> <p>In Key Stage 1 in 2016 a few pupils didn't move onto the higher standard they could achieve.</p> <p>Mathematics progress was not as strong as that of reading and writing.</p> <p>Governors needed more detail of planned actions and clear milestones.</p>	<p>Persistent absence data has fallen year on year since inspection and now stands at 7% which is below the LA average.</p> <p>School has an inconsistent pattern of pupils attaining greater depth in KS1. Measures continue to be taken to address this.</p> <p>This is no longer true – maths progress is consistently strong.</p> <p>Governors now receive all documents prior to the meeting. They are involved in and informed about the school improvement planning process. All governor challenge is highlighted in minutes.</p>

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SECTION C – CURRENT SCHOOL IMPROVEMENT PRIORITIES

Quality of education

- Development of a creative topic enriched curriculum for all pupils in all foundation subject areas and science
- Development of children's vocabulary across school
- Improving outcomes in writing across school
- Early adoption of PSHE/SRE curriculum
- Continue to take measures to enable more pupils to achieve greater depth at KS1
- Effectively mentor two newly qualified teachers, one SCITT student and one apprentice teaching assistant.
- Nursery baseline assessment to be monitored to ensure accuracy
- Monitoring consistent writing opportunities in EY

Behaviour and attitudes

- Early adoption of PSHE/SRE curriculum
- Enhancement of the schools values reward system to include a Y6 award
- Rainbow badge wearers to be school ambassadors
- Continue excellent work on attendance

Personal development

- Take measures to improve the well-being of staff and pupils
- All staff to produce a celebration profile on a pupil who's well-being has been enhanced
- All subject leaders to have extensive CPD to enable them to be ready to evidence progress and attainment in their subject
- All school leaders to promote personal and professional belief



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Leadership and management

Continue effective cycle of monitoring

Working parties will be set up to enable improvement of specific areas across school

All subject leaders to have extensive CPD to enable them to be ready to evidence progress and attainment in their subject

Head Teachers report to Governors to reflect the new Ofsted Framework

All school leaders to promote personal and professional belief

Overall effectiveness

Introduce new assessment procedures in all subjects

Maintain high standards of safeguarding throughout school

Improve provision for SEND pupils in mainstream classrooms and monitor the academic progress of EMS pupils more effectively

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SECTION D – QUALITY OF EDUCATION

GRADE – GOOD

<p>Strengths</p> <p>Strong Teaching and Learning across school.</p> <p>Expected attainment levels in R,1,2 and 6 are in line with or above national (rising trends in GLD, KS1 Maths, KS2 reading, CRWM in KS2, KS2 SPAG, Reading progress and Maths progress)</p> <p>GLD data shows no sig gaps in vulnerable groups.</p> <p>Y1 Data shows no sig gaps in vulnerable groups.</p> <p>Y2 Data shows no sig disadv gap in any individual subject</p> <p>KS2 Data shows boys make sig better progress in Maths than girls – both are positive</p> <p>Values education is very strong.</p>	<p><u>Intent: (want)</u></p> <p>A clear curriculum overview statement that reflects the needs of our children and our school values.</p> <p>Each year group to plan an effective day to day curriculum for whole classes, groups and individuals.</p> <p>A PFA curriculum to be introduced into our EMS class.</p> <p>The programme of extra-curricular activities will be designed to complement the school curriculum and where possible engage disadvantage pupils.</p> <p>A curriculum pledge will be introduced so that parents are aware of schools intention for the curriculum.</p> <p>To be an effective early adopter of a PSHE/RSE curriculum that meets our children’s needs.</p> <p>In school progress is measured using standardised scores.</p> <p>Appropriate provision for all pupils to access the curriculum (SEND procedures).</p> <p>All subject leaders to become familiar with EY practice in their subject area.</p> <p>Nursery planning to be effectively matched to baseline outcomes.</p> <p>Over 2 years a greater proportion of Reception pupils to achieve higher levels at GLD.</p> <p><u>Implementation: (do)</u></p> <p>Vision statements have been introduced for the whole curriculum and individual subjects.</p> <p>A curriculum pledge has been written. Values to be plotted through the curriculum.</p> <p>Full school Curriculum Documents to be completed and shared with the whole school community.</p> <p>Teachers plan day to day strategies for groups and individuals and share these with the HT/DHT at strategy meetings so that resources can be effectively used.</p> <p>The balance of PFA and age related curriculum to be individual to each child.</p> <p>A range of extra-curricular activities are on offer across the school.</p> <p>Quality planning and teaching needs to be in place and monitored across the school.</p> <p>Assessment procedures for all subjects should support classroom and strategic planning. English and Maths progress to be plotted using standardised scores and Salford Reading age. EMS pupils progress to be plotted using INCAS.</p> <p>As an early adopter of a PSHE/SRE curriculum consult widely with the school community while sensitively introducing the curriculum across school.</p> <p>New SEND procedures are designed, shared with staff and implemented.</p>
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<p>Enhanced writing opportunities in EY.</p> <p>Nursery planning re-vamped around hot and old spots.</p> <p>Curriculum and assessment procedures are planned and a plan is well underway to implement across school.</p> <p>Collaborative working is becoming a clear strength of the school in planning an engaging curriculum.</p> <p>Many staff (Ts, TAs, HT and DHT) run after school clubs which engage children.</p>	<p><u>Impact: (Know)</u></p> <p>Include data about any significant groups such as:</p> <p>Gender</p> <p>Disadvantaged pupils</p> <p>Pupils with SEN and/or disabilities</p> <p>Pupils with EAL</p>
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Areas for development	<ol style="list-style-type: none">1. Values need to be plotted through the curriculum.2. Full table of extra-curricular activities needs to be produced.3. Full curriculum document needs to be collated.4. Curriculum Co-ordinator to use allocated time to address any gaps in planning with subject leaders and year groups.5. To share new SEND procedures with staff and monitor implementation.6. All subject leaders to become familiar with EY practice in their subject area.7. Nursery planning to be effectively matched to baseline outcomes.
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Progress to date:	<p>Autumn Term: Vision statements are now complete. Curriculum pledge has been written. Curriculum for Autumn Term has been fully planned and resourced, including extra-curricular activities. Autumn term strategy meetings have taken place. A PFA curriculum has begun to be introduced. New assessment material have been purchased (Rising Stars) SEND procedures have been designed.</p> <p>Spring Term: Values plotted through Y1,2,3,5 and 6 Curriculum Document for Autumn and Summer nearly complete and added to website Autumn Term Curriculum fully planned and resourced, Spring nearly complete Subject leaders have begun to look at implementation, monitoring cycle designed SEND structures shared, Sensory training completed, SEN files to be rooted Science Boffin days have taken place in KS2 Design competition has taken place across school Whole school chronology competition has taken place History Subject Leader has completed a cycle of monitoring and research to ensure depth of understanding EHCP review process has been completely revamped to include all relevant professionals Free Curriculum enrichment/cultural capital educational visit for each year group Resilience trips have taken place in Y3,4 Shakespeare Club being taken on "Cultural Capital" trip to watch the RSC at Newcastle Theatre Brilliant Club enhanced to include free Museum membership for the Month of April EY/KS1 music curriculum enhanced using daily "First Thing Music" sessions</p> <p>Summer Term:</p>
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SECTION E – BEHAVIOUR AND ATTITUDES

GRADE – Good

<p>Strengths</p>	<p><u>Behaviour data</u></p> <p>This term so far there have been no substantiated reports of bullying.</p> <p>1 pupil has completed work with Youth Directions for anti-social behaviour outside of school.</p> <p>1 pupil has been referred to Youth Directions for anti-social behaviour outside of school.</p> <p>39 pupils with behaviour incidents recorded on CPOMs – mainly low level and dealt with by teachers.</p> <p>Monitoring showed an issue with the placement of supervision at lunchtime – this has been addressed and the number of incidents has lowered.</p> <p><u>Exclusion data: fixed and permanent</u></p> <p>No fixed or permanent exclusions this term.</p> <p><u>Bullying data</u></p> <p>This term so far there have been no substantiated reports of bullying.</p> <p><u>Discrimination data</u></p> <p>One incident where homophobic language was used amongst a group of children via text outside school hours. This was dealt with according to school behaviour policy.</p> <p>All staff have received Stonewall anti-bullying training this term.</p> <p><u>Attendance and punctuality data</u></p> <p>2018-19 persistence absence 7% which is below LA average.</p> <p>Total attendance 96.6% which is above the LA average.</p> <p><u>Attitudes to learning</u></p> <p>Monitoring this term shows pupil attitudes to learning are consistently very good.</p> <p>New Anti-bullying Ambassadors have been chosen.</p> <p>Rainbow values badge ambassadors have represented school at a number of events.</p>
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<p>Areas for development</p>	<ol style="list-style-type: none"> 1. Enhancement of the schools values reward system to include a Y6 award 2. Rainbow badge wearers to work with Stockton LA on a Mindset project 3. Adopt new Stockton LA attendance policy and ensure continued strong work on persistence absence 4. Conduct a series of behaviour walks to look more closely at pupils' attitudes towards learning 5. Share with parents the anti-bullying training that staff have received
<p>Progress to date:</p>	<p>Autumn Term: Introduced a new year 6 award for demonstrating the schools values. Rainbow badge wears have attended 'Bright minds, Bright Futures' Question time.</p> <p>Spring Term: Attendance policy adopted and school "protocols" to be read alongside them Thematic review on behaviour planned for March 20th Child Friendly Anti-Bullying Policy deigned and in consultation with pupils New photo boards being ordered to highlight pupil excellence Halls and corridors re-designed to highlight values badge winners and other high-achievers Meeting private attendance company following poor LA service during Autumn All attendance meetings now re-booked and up to date</p> <p>Summer Term:</p>



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SECTION F – PERSONAL DEVELOPMENT

GRADE – Good

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<p>Strengths</p>	<ul style="list-style-type: none">• <u>Relationship, health and sex education</u> Early adopters of new RSE curriculum (currently consulting school community)• <u>PSHE and equality</u> Early adopters of new PSHE curriculum (currently consulting school community)• <u>Character education</u> Resilience building trips in Y3,4, and 5 PFA curriculum in EMS Annual festival promotes one or more of our school values Volunteering opportunities within the local community Enterprise opportunities Participate in community and town events Residential trips• <u>Pupil mental health and well-being</u> ABC counselling services Transition club Theraplay, Lego Therapy Mindfulness Yoga AATI behaviour policy Anti-bullying Ambassadors Development of school garden and “gardening therapy”• <u>Pupil voice</u> School council – regularly bring ideas to SLT Pupil voice part of monitoring cycle
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<p>Strengths</p>	<ul style="list-style-type: none"> • <u>SMSC</u> Delivering the new RE curriculum (SACRE 2019) Strong links with local faith centres (CofE, Methodist, Muslim, Buddhist, Sikh) • <u>British Values</u> Parliamentary award Regular visits from local MP and councillor Active school council and school Ambassador group Programme of British Values Assembly School values of trust, quality, resilience, happiness and courage encouraged and promoted throughout school
<p>Areas for development</p>	<ol style="list-style-type: none"> 1. Well-being working party to advice on improving the well-being of staff. 2. School council to advice on the well-being of pupils (considering of buying animals to increase pupil responsibility) 3. All staff to produce a celebration profile on a pupil who's well-being has been enhanced and cultural capital increased 4. All school leaders to promote personal and professional belief 5. Rainbow badge wearers to represent school in a range of contexts
<p>Progress to date:</p>	<p>Autumn Term: Well-being working party has conducted a survey of staff and fed back the results. Celebration profiles have been introduced as part of appraisal Promotion of personal and professional belief has been introduced as part of appraisal</p> <p>Spring Term: Raised money for bees and highlighted a spending pot for school animals "Welly Wednesday" taking place for EY children Garden being developed in consultation with children; Bird Garden now complete Careers event planned</p> <p>Summer Term:</p>

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SECTION G – LEADERSHIP AND MANAGEMENT

GRADE – Good

<p>Strengths</p>	<ul style="list-style-type: none">• <u>Safeguarding</u> KCSIE 2019, new staff behaviour policy, new peer on peer abuse policy, new child protection policy and new safer practices guidelines have been introduced to all staff and governors. Single central record completely checked and being updated. Staff personnel files being completely checked and updated. Regular designated officer supervision meetings to discuss and action individual cases. Culture of vigilance throughout school.• <u>Health and safety, including premises</u> Health and safety inspection recently took place – school implementing recommendations• <u>Governance</u> Governors hold the Head Teacher to account, challenge is recorded diligently on minutes. Head Teacher and Chair of Governors regularly consult on strategic matters. Governing body is regularly informed on safeguarding, CIOC and all Ofsted inspection areas. The Governing body currently has no vacancies and is well attended.• <u>Policies</u> All statutory policies are in place.• <u>Continuous professional development</u> CPD is commissioned according to school improvement priorities, staff appraisal, individual priorities and to meet statutory requirements.• <u>Staff mental health and well-being</u> See personal development area
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	<ul style="list-style-type: none"> • <u>Parents and local community</u> Strong parental engagement for school and community events Small dedicated group of volunteers form a fund raising group HT/DHT regularly hold parent forums Toddler group PSA provides a range of services Vibrant consultation with parents through social media • School engages with a number of community groups (Choir, church, BIFF, BELP, Billingham Show, Billingham Parish Council)
<p>Areas for development</p>	<ol style="list-style-type: none"> 1. Continue effective cycle of monitoring of implementation and impact of new curriculum 2. Working parties will be set up to enable improvement of specific areas across school 3. All subject leaders to have extensive CPD to enable them to be ready to evidence progress and attainment in their subject 4. Head Teachers report to Governors to reflect the new Ofsted Framework 5. All school leaders to promote personal and professional belief 6. Organise extensive CPD around knowledge retention and long term memory 7. Re-organisation of staff and team meetings to allow smaller groups to consult and advise on curriculum development 8. Opportunities for subject leaders to effectively communicate intent for their subject area.

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<p>Progress to date:</p>	<p>Autumn Term: Learning walks have taken place, specific lesson visits are scheduled. Working parties continue to meet and inform practice in writing and well-being. Staff received Ofsted training from independent SIA. Some subject leaders have been on subject leader workshops. Head Teachers report has been re-designed and delivered to governors. Appraisal has set targets on personal and professional belief.</p> <p>Spring Term: Planned new cycle of monitoring Staff and team meetings reorganised to reflect need Staff meetings for subject leaders to communicate intent (Maths leader not present) Regular safeguarding supervision meetings and contact with consultant on key issues Mental Health Trailblazer project now fully planned around parent led CBT Mental Health Offer prepared for all pupils in consultation CAMHS</p> <p>Summer Term:</p>
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SECTION H – OVERALL EFFECTIVENESS

GRADE – GOOD

<p>Strengths</p>	<p>A three year rising trend in GLD. Maths outcomes throughout school are strong. CRWM in KS2 has a rising trend over three years and is strong. Y1 phonics data is consistently strong. Persistence absence has reduced since last inspection to below LA average. A strong values system is in place throughout school. A strong curriculum is being delivered but impact has not yet been measured. Strong engagement with parents and local community. Behaviour in school is good. Staff moral and well-being is good. Pupil, parent and staff voice is strong. Pupils are very well cared for by all staff. Culture of vigilance throughout school. Programme of resilience activities built in throughout KS2.</p>
<p>Areas for development</p>	<ol style="list-style-type: none"> 1. Effectively monitor the implementation and impact of our new curriculum. 2. Programme of CPD to enable effective implementation of the new curriculum. 3. Improve GD outcomes at KS1 in all subjects. 4. Improve writing outcomes across school.

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<p>Progress to date</p>	<p>Autumn Term:</p> <p>Spring Term:</p> <p>New cycle of monitoring designed and begun</p> <p>EY – Y2 project in place to raise outcomes at Y2 following substantial monitoring and planning alongside LA advisor</p> <p>Writing working party have designed new documents and procedures and planning to support the development of writing</p> <p>External moderation has taken place and further internal moderation planned</p> <p>Summer Term:</p>
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